



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Two Counties Nursery  
The Old School  
The Highway  
Croesyceiliog  
Cwmbran  
NP44 2HF**

**Date of inspection: November 2016**

**by**

**Care and Social Services Inspectorate Wales (CSSIW)**

**and**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
<b>Adequate</b>	Strengths outweigh areas for improvement and/or examples of non-compliance
<b>Poor</b>	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn and CSSIW publications are available on our respective websites:

[www.estyn.gov.wales](http://www.estyn.gov.wales)

[www.cssiw.org.uk](http://www.cssiw.org.uk)

**© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 06/01/2017**

## About the setting

Name of setting	Two Counties Nursery
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Susan Longford
Person in charge	Susan Longford
Number of places	46
Age range of children	Birth to five years
Number of children funded for education	Seven
Opening days / times	8:00am to 6:00pm Monday to Friday
Language of the setting	English
Date of previous CSSIW inspection	18 November 2015
Date of previous Estyn inspection	March 2011
Dates of this inspection visit(s):	1 and 2 of November 2016
<p><b>Additional information</b></p> <p>The local authority funds seven pre-school children at the setting. All children speak English as their main language. Currently, no children with additional learning needs attend the setting.</p>	

## Report summary

<b>Theme</b>	<b>Judgement</b>
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Good

### **Non-compliance**

**No non-compliance was identified during this inspection.**

## Recommendations

- R1 Provide better opportunities for children to learn about the local community
- R2 Improve hygiene practices before meal times for younger children
- R3 Ensure that targets in the improvement plan derive directly from the setting's self-evaluation process
- R4 Formalise the system of supervising and appraising practitioners

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Wellbeing

Good

Most children communicate well and express themselves effectively. They make sensible choices and decisions about their play and activities. Most children choose books, activities and their breakfast independently. For example, a minority of younger children point to their favourite toys such as a piggy bank and music shaker, when indicating what they would like to play with. Nearly all children know that practitioners take account of their wishes and they will respond to their needs and body language almost immediately. For example, when younger children demonstrate excitement at the sight of blown bubbles, by moving their arms and legs enthusiastically, practitioners respond by moving them closer to the activity.

Nearly all children are confident and interact well with each other and practitioners. Most children express their preferences confidently. For example, during circle time, a few children explore the room, rather than participate, and practitioners encourage them to join the activity when they are ready. During outdoor play, most children make purposeful use of the resources available and move freely from one piece of play apparatus to another.

Nearly all children are content when they arrive at the setting and they engage in activities promptly. Their relationships with peers and practitioners are positive. Children often demonstrate fondness towards one another with attempted kisses and they cuddle practitioners to show their affection. Nearly all children are relaxed, settled and comfortable in the company of adults and readily turn to practitioners for support if they are uneasy or upset.

Children's behaviour is very good. Most children share things appropriately and play co-operatively according to their age and stage of development. For example, most children share toys, such as a ball sensibly and help each other to collect leaves outdoors.

Nearly all children participate fully in their play and learning. They remain interested in tasks and most children maintain concentration during adult-led activities, such as pumpkin carving, listening to exciting stories and when responding affectionately to toy characters. Nearly all children respond well and with enjoyment to activities out of doors, to messy play, role-play tasks, group activities and free play. Most children use a range of materials effectively and act spontaneously during free play. For example, a few younger children hold a pencil correctly, demonstrating effective fine motor skills whilst drawing and mark making on paper.

Older children have effective self-help skills. They visit the toilet on their own and wash their hands thoroughly without too much adult prompting. They access and choose resources available to them, which promotes their self-esteem and decision making well. Nearly all children develop efficient independent skills at meal times. For example, they use suitable cutlery to feed themselves and a few older children identify their own names accurately before sitting at the table.

<b>Learning (for three-year-old children only)</b>	Good
--	------

Most children make good progress during their time at the setting. Nearly all children express their feelings sensibly during role-play and group activities. They sustain discussions with adults and each other such as talking about the first letters of their names and how to prepare the kitchen for food orders.

Most children speak clearly and make sure that others understand them when responding to questions. They listen to instructions and implement them effectively. This is particularly evident when they mould and cut glittered dough in pairs with rolling pins and shape cutters. A minority of children use sophisticated language purposefully when floating ducks in coloured water, finding seeds inside a pumpkin and identifying the physical characteristics of a spider. Many children show interest in books and talk about their content confidently when comparing characters with adults and other children. They hold books correctly and respond sensibly to the content of stories.

Many children experiment with mark making effectively. They enjoy writing experiences using different media, such as chalks and pens. A few children form letters and numbers independently when writing on whiteboards. Many children explain the purpose for which they are writing. A few children recognise their own names and share ideas purposefully about what they record on paper, such as messages to their parents.

Most children use mathematical language in relevant contexts. They count, recognise and name numbers to five confidently and a few children count beyond ten. Most children choose suitable equipment and materials to solve practical problems effectively. They use different sizes of wooden blocks to build tracks for cars and compare 'long', 'short', 'big', 'bigger' and 'smaller' blocks accurately. Many children understand differences in capacity when describing water containers as 'full' and 'empty'. Nearly all children group two and three-dimensional shapes by size, shape and colour correctly.

Nearly all children develop their physical skills well. They move around the climbing areas confidently and dance vigorously with ribbons outside. They co-operate purposefully in active play when throwing leaves in the air to replicate fireworks and balancing on large crates. Nearly all children listen to music intently and respond enthusiastically to nursery rhymes and familiar songs. Most children develop effective problem solving skills, which have a positive effect on their learning. For example, they work with others intelligently to construct a railway line.

Most children use information and communication technology (ICT) successfully when using electronic tablets and in everyday activities, such as using tills, walkie-talkies and torches. A few children understand what to do when directed in Welsh and a few children occasionally use Welsh with adult prompting.

<b>Care and development</b>	Good
-----------------------------	------

Safeguarding is a priority and practitioners protect children's health and wellbeing effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners have a good understanding of their roles and responsibilities in relation to safeguarding. They ensure that children have good opportunities to learn about the importance of a healthy lifestyle through daily tooth brushing, regular exercise and healthy eating. Practitioners ensure that children with food allergies have a suitable diet and they record their individual needs appropriately.

Overall, hygiene procedures and practices are satisfactory. However, only older children are encouraged to wash their hands before meals. Nearly all practitioners have attended safeguarding training and most hold the relevant food hygiene and first aid qualifications. The cleaning of tables and equipment after meals is thorough. Risk assessments are detailed and well written and practitioners undertake daily safety checks of equipment. The leadership team is committed to providing a safe environment in which children can play and learn. For example, leaders audit a range of health and safety issues regularly to identify trends or problem areas to address, these include checking radiator temperatures.

Practitioners provide good care and support to the children and offer positive encouragement during tasks both indoors and outside. As a result, children's behaviour is very good. Practitioners praise positive behaviour and congratulate children on achievements. They implement the setting's behaviour management policy carefully. They use different approaches successfully to ensure that children behave well taking into account their age, stage of development and level of understanding.

Practitioners know the children well and meet their individual needs efficiently. For example, they know which children need to be soothed to sleep and which child needs a comforter. Practitioners are aware of children's differing personalities and know when they act out of character. They maintain children's records purposefully to ensure that the care of the children is effective. They respond immediately to the needs of the children and provide gentle and affectionate support when necessary. For example, practitioners raise concerns immediately about children's health and take appropriate actions to support these children.

Practitioners provide good support for children identified with additional learning needs. They work effectively with parents and other agencies to meet the needs of these children. They use purposeful advice from specialist agencies sensibly, such as local authority advisory staff and medical experts. Most practitioners have a good understanding of child development and they hold the necessary qualifications for their role.

Practitioners are effective role models, promoting the use of good manners consistently in both Welsh and English. They treat children as individuals and promote equality and cultural diversity well, using various resources, such as dolls from different parts of the world. Practitioners also use festivals and celebrations effectively, such as the Chinese New Year, Diwali and Rosh Hashanah, to improve children's understanding of different cultures.



<b>Teaching and assessment (for three-year-old children only)</b>	Good
---	------

The setting provides a broad range of stimulating learning experiences. Practitioners develop children's skills purposefully through interesting activities across all areas of learning, especially their literacy and numeracy skills. They encourage children's participation in planning termly themes. They map children's ideas as a starting point to every theme, which contributes significantly to children's motivation. The detailed planning provides regular opportunities for children to develop successful independent skills.

The engaging learning experiences, which include thought-provoking tasks, such as building tracks for cars and trains, provide continuity to children's learning. Practitioners develop children's knowledge, understanding and skills through challenging activities at the mud kitchen and experiments with torches in the dark.

The provision for ICT development offers regular opportunities to use computers, cameras, tills, electronic toys and tablets in role-play areas. Practitioners challenge children effectively, using educational software to develop their ICT skills and to learn purposefully using visual technology.

Children visit places outside the setting occasionally, such as the local park and library. However, the setting does not plan this consistently. Very few visitors attend the setting and, as a result, the setting does not teach children about the lives of people within their community well enough.

Learning experiences foster children's spiritual, moral, social and cultural development well. The setting provides lots of opportunities for children to hear and use Welsh words and phrases. Practitioners use Welsh well during everyday routines, including encouraging children to join in with Welsh songs and rhymes. The setting promotes children's awareness of the traditions and culture of Wales successfully by celebrating Saint David's Day and Saint Dwynwen's Day.

Practitioners provide interesting opportunities that encourage children to show respect and tolerance for people of all cultural backgrounds. They celebrate Diwali, Rosh Hashanah and the Chinese New Year annually. The well-planned experiences develop a better understanding of the world for children. Practitioners allow children to grow vegetables and the setting provides regular opportunities to re-cycle food, paper, cardboard, tins and plastic bottles. This develops children's understanding of sustainability effectively.

Practitioners' teaching affects children's learning positively. They have a secure understanding of the Foundation Phase and have high expectations for every child. They greet children warmly and positively, which enables every child to settle quickly and to begin tasks promptly. Adult intervention is thoughtful and well timed, which encourages children to motivate themselves as they learn and sustain interest in tasks. The practitioners' questions are challenging and they provide daily opportunities for children to solve problems. As a result, children are developing thinking skills well. Practitioners time introductions to tasks effectively to maintain children's interest and they manage children's behaviour well.

Effective assessment procedures exist. Practitioners complete the records of children's achievements thoroughly. They make good use of assessments to plan and deliver the next stages in individual children's learning. The setting informs parents and carers well about their children's achievements and wellbeing and the information is readily available to them.

<b>Environment</b>	Good
--------------------	------

Leaders ensure that the premises are safe, warm and secure. Practitioners care for children well in a welcoming environment. There are effective security arrangements to ensure that callers cannot enter the premises unannounced. Risk assessments are detailed and daily checklists are completed appropriately and reviewed regularly. Practitioners keep the standard of maintenance and cleanliness at a high level. The deployment of practitioners is effective and they supervise children well during all activities to ensure their safety. Practitioners take effective action where they anticipate that children may hurt themselves by falling over. For example, they react quickly when a child is at risk of falling off outdoor play apparatus.

Leaders ensure that the environment is attractive, inviting and stimulating for children. It is suitable for purpose and the setting uses its resources purposefully. Practitioners encourage children to observe and explain their displayed artwork with pride. The environment is spacious and the layout and design promotes children's independence well. The inter-linking doors provide free flow opportunities through each room and it enables practitioners to monitor and supervise children easily in all areas. The layout provides children with opportunities to play alone or with their friends and as part of a larger group. For example, during meal times all children and adults sit together in the pre-school room, which creates a social occasion for all age groups.

The setting provides quiet areas to rest, including two dedicated sleep rooms, which are used effectively. Child size toilet facilities provide children with easy access for toileting and hand washing. Most children visit the toilets independently and practitioners supervise them appropriately to ensure their safety.

Leaders ensure that all children have access to a good range of toys and resources for both indoor and outdoor play. Practitioners give children a choice of well resourced play areas where they play contentedly with a variety of resources and equipment. This promotes their learning and physical development. Practitioners allow children to explore the accessible outdoor space, which promotes active learning through messy play and physical activities. Resources are clean, well maintained and suitable for the different age ranges and children's developmental needs.

<b>Leadership and management</b>	Good
----------------------------------	------

The leader promotes and sustains improvements successfully. She manages the planning, teaching and learning effectively. She ensures that practitioners have high expectations of children. The strategic objectives and policies focus directly on improving standards and provision that target children's needs well. The informative statement of purpose provides a clear picture of the setting's provision.

The leader manages a stable team of committed practitioners and provides positive direction to the daily and long-term practices of the setting. She ensures that the setting complies with relevant regulations and the service regularly exceeds the expectations of the national minimum standards. The setting is working towards providing the 'active offer' in relation to the Welsh language. The leader works well with lead practitioners, who keep her well informed about everyday developments and issues that need addressing.

The leadership team, which includes supportive, voluntary directors, strives to provide an enabling environment. Leadership team members develop practitioners' roles well, which encourages them to take on responsibilities. They also ensure that practitioners fully understand their roles and work as a motivated team, through regular supervision and appraisal practices. However, at times, these practices lack consistency and robustness.

The setting has efficient and safe processes for the recruitment and deployment of staff. There are enough qualified practitioners to support the needs of children effectively. Established procedures ensure the safety of children and staff. The leader and directors review these regularly and make any necessary changes. The leader employs rigorous systems to ensure that all practitioners are aware of policies and agreed procedures. This establishes consistent practices in the daily life of the setting.

Practitioners meet regularly to receive training and to monitor and evaluate the progress children make. They implement agreed actions from meetings, and there is a sustained focus on creating improvements. Spending decisions relate well to the setting's needs and directors regularly assess the quality of resources.

The setting has efficient systems to evaluate its performance, which include working with a business coach to streamline and appraise the setting's overall effectiveness. Self-evaluation is regular and involves all practitioners. Practitioners reflect honestly on the quality of their own practice and the work of the leader. The setting uses a wide range of evidence to identify its strengths. This benefits the setting, providing a clear picture of the provision and how well children achieve. However, the setting's areas of development and the reasons behind them are not identified as clearly as its successes. Therefore, even though targets in the improvement plan are relevant to the setting's needs, they do not derive directly from the setting's self-evaluation report.

Partnerships with parents are positive and contribute purposefully to children's wellbeing. Leaders keep parents well informed about the setting's work through regular discussions and correspondence. The setting works effectively with outside agencies, such as the local authority, the Wales Pre-school Providers Association and the National Day Nurseries Association to access advice and training. It also works closely with other settings to address common issues that affect them.

## Appendix 1

### Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	12	7 58%	5 42%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		0%	0%	0%	0%		
My child likes this setting.	12	8 67%	4 33%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		0%	0%	0%	0%		
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	12	8 67%	4 33%	0 0%	0 0%	0	Derbynias wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		0%	0%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	12	8 67%	4 33%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		0%	0%	0%	0%		
My child has a keyworker who ensures that his or her needs are met.	8	5 62%	2 25%	1 12%	0 0%	4	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		0%	0%	0%	0%		
My child is making good progress at the setting.	12	8 67%	4 33%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		0%	0%	0%	0%		
Children behave well in the setting.	12	7 58%	5 42%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		0%	0%	0%	0%		
Care is good.	12	7 58%	5 42%	0 0%	0 0%	0	Mae'r gofal yn dda.
		0%	0%	0%	0%		
Teaching is good.	11	7 64%	4 36%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		0%	0%	0%	0%		
Staff treat all children fairly and with respect.	10	8 80%	2 20%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		0%	0%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	11	6 55%	5 45%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		0%	0%	0%	0%		

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	7 70%	3 30%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		
I am kept well informed about my child's progress.	11	6 55%	2 18%	2 18%	1 9%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	12	6 50%	4 33%	2 17%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the setting's procedure for dealing with complaints.	10	4 40%	4 40%	2 20%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		0%	0%	0%	0%		
My child is well prepared for moving on to school.	6	3 50%	3 50%	0 0%	0 0%	6	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	8	5 62%	0 0%	3 38%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The setting is well run.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		0%	0%	0%	0%		

## Appendix 2

### Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites ( [www.estyn.gov.wales](http://www.estyn.gov.wales)) ([www.cssiw.org.uk](http://www.cssiw.org.uk))

## Appendix 3

### Glossary

<b>Additional learning needs (ALN)</b>	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"><li>• personal and social development, wellbeing and cultural diversity</li><li>• language, literacy and communications skills</li><li>• mathematical development</li><li>• Welsh language development</li><li>• knowledge and understanding of the world</li><li>• physical development</li><li>• creative development</li></ul>
<b>Care Council for Wales</b>	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
<b>Foundation Phase</b>	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
<b>Flying Start</b>	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
<b>Funded non-maintained settings</b>	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
<b>Key person or key worker system</b>	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

<b>Leaders</b>	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> <li>• Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation</li> <li>• Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf</li> <li>• Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service</li> </ul>
<b>Practitioners</b>	All persons working directly with children in a setting
<b>Safeguarding</b>	Statutory duty to keep children safe and promote their wellbeing